

Writing Secondary Goals for a GIEP

PAGE Conference

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April 14, 2011

NAGC Standards: Curriculum Planning and Instruction

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- Use local, state, and national standards to align and expand curriculum
- Design and use comprehensive scope and sequence to develop differentiated lesson plans
- Adapt, modify, or replace the core or standard curriculum to meet the needs of gifted students,
- Incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content
- Use a balanced assessment system (pre-assessment, formative assessments)
- Use assessment to pace instruction based on the learning rates of students to accelerate and compact as appropriate
- Use information and technologies to individualize for gifted students

NAGC Standards: Curriculum Planning and Instruction

- Students with gifts and talents become independent investigators
- Use critical thinking skills
 - Use creative-thinking strategies
 - Use problem-solving model strategies
 - Use inquiry models

Goal Setting

- ▶ Step 1 – Review PLEPS
- ▶ Step 2 – Decide if the student needs enrichment, acceleration, or a combination of both
- ▶ Step 3 – Write the goal
- ▶ Step 4 – Break goal down into short term learning outcomes
- ▶ Step 5 – Determine the specially designed instruction

Step 1 – Present Levels

- ▶ Looking at the student's area(s) of strength answer the following:
 - Where is the student performing right now in regards to the standards (and last year's goal)
 - Has the student met or exceeded the end of year expectations for the content area that is supported by this strength?

PLEPS for Matt

- ▶ Reinforce the checklist
- ▶ Writing is a strength for Matt the 7th grader and we are planning his GIEP for the 8th grade year

Strength in Writing

- ▶ Let's Look at 8th Grade End of Level Expectations:
 - PA Standards
 - Learning Progressions
 - Common Core

Step 2 – Enrichment/Acceleration or Both?

- ▶ Looking at the student's area(s) of strength answer the following:
 - 2. Has the student achieved mastery level of the 8th grade writing expectations?
 - How can we tell?
 - Present Levels – look at work samples, match them up next to 8th grade exemplars
 - If the answer is yes...Accelerate and look at 9th grade expectations
 - If the answer is no...Enrich and fill in the gaps

Has Matt achieved mastery level of the 8th grade writing expectations?

- If the answer is yes...Accelerate and look at 9th grade expectations
- If the answer is no...Enrich and fill in the gaps
- Matt needs Acceleration!!

Step 3 – Write a Goal

- ▶ Looking at the student's area(s) of strength complete the following:
 - 3. Write a goal.
 - Matt has demonstrated that he is already working at an 8th grade level of writing. In order to challenge him we need to set higher goals.

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- ▶ Condition–Name–Behavior–Criteria

- ▶ Given a topic or an opportunity to choose, Matt will

Condition

Behavior

Criteria

Name

→

Criteria

→

 develop his writing to a proficient or higher level using criteria from the 9th and 10th grade level standards.

Step 4 – Break goal down into short term learning outcomes

- ▶ What evidence will he create? (STLO)
- ▶ How will it be evaluated?
- ▶ Who will evaluate it?
- ▶ When will this occur?

Short Term Learning Outcomes

STL Outcome	Objective Criteria	Assess Procedures	Timelines
1. Write an Argument	Proficient on an established rubric	Student and peer evaluations will be done during the process, with a summative eval. from teacher	On-going but at least once a semester
2. Informative/ Explanatory Texts	Proficient on an established rubric	Student and peer evaluations will be done during the process, with a summative eval. from teacher	On-going but at least once a semester
3. Draw evidence from literary/ informational texts	Proficient on an established rubric	Student and peer evaluations will be done during the process, with a summative eval. from teacher	On-going but at least once a semester

Step 5 – Determine the specially designed instruction

- ▶ What?
- ▶ When will it start?
- ▶ How often will it occur?
- ▶ Where will it occur?
- ▶ How long will it last?

Specially Designed Instruction

SDI	Start Date	Frequency	Location	Duration
Direct Instruction in above grade level skills	Start of each classroom assignment	Minimum once a week	In the general education or gifted support classroom	On-going throughout the year
Alternative rubrics	Start of each classroom assignment	Three times per semester	General education classroom	Two to three weeks per assignment
Independent or alternate writing assignment/contract	End of September 2011	Once per marking period	Gifted support classroom	As stipulated in Matt's contract

Enrichment vs. Acceleration

- ▶ Chapter 16 provides for both
- ▶ Which one or how to combine is best determined by the needs of the student
- ▶ Even enrichment implies a certain level of acceleration

Step 2 – Enrichment/Acceleration or Both?

- ▶ Looking at the student's area(s) of strength answer the following:
 - 2. Has the student achieved mastery level of the 8th grade writing expectations?
 - What if Matt had not mastered 8th grade level expectations?

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► Condition–Name–Behavior–Criteria

- Given an opportunity to choose a topic, Matt will
- enrich and expand his writing to a proficient or higher level
- using criteria from the 8th grade level standards or as
- pre-determined on a learning contract.

Short Term Learning Outcomes

STL Outcome	Objective Criteria	Assess Procedures	Timelines
1. Write an editorial	Proficient on PSSA persuasive writing rubric	Student and peer evaluations will be done during the process, with a summative eval. from teacher	Length of a learning contract
2. Create a piece of writing to be published.	Proficient on PSSA persuasive writing rubric or according to contest guidelines	Student and peer evaluations will be done during the process, with a summative eval. from teacher	Contract will be re-evaluated regularly (minimum of once a month) to maintain progress

Specially Designed Instruction

SDI	Start Date	Frequency	Location	Duration
Enrichment in content area of writing	Within three weeks of start of school year	As often as student demonstrates understanding of grade level concepts in pre-assessment	General education classroom, library, and/or gifted support classroom as available	While teacher is providing direct instruction of grade level concepts to the rest of the class during the 11-12 school year
Independent or alternate writing assignment/contract	Within three weeks of the start of the year	Once per marking period	Gifted support classroom	As stipulated in Matt's contract

Your turn!!

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